

CARTERET COUNTY PUBLIC SCHOOLS



HIGH SCHOOL COURSE OF STUDY GUIDE
and COURSE DESCRIPTIONS for
2009-2010



CROATAN HIGH SCHOOL

1 Cougar Lane
Newport, NC 28570
Phone: (252) 393-7022 Fax: (252) 393-1223

Mission Statement: To ensure that our students learn the skills necessary to become life-long learners who are productive members of society.

Principal

Mat Bottoms

Assistant Principals

Trip Aldredge and Kay Zimarino

Counselors: Kim Krohn, Becky Stewart, and Kate Short
Career & Technical Education Counselor: Lisa Brisson



EAST CARTERET HIGH SCHOOL

3263 Highway 70 East
Beaufort, NC 28516
Phone: (252) 728-3514 Fax: (252) 728-3487

Mission Statement: To promote an environment that inspires all students to achieve their potentials and become responsible, honorable citizens and life-long learners.

Principal

Ralph Holloway

Assistant Principals

Wendy Thomas and Clinton Montford

Counselors: Elizabeth Kappel, Gaynelle Smith, and Sandy Treadway
Career & Technical Education Counselor: Crystal Bailey
Registrar: Dawn Mason



WEST CARTERET HIGH SCHOOL

4700 Country Club Rd.
Morehead City, NC 28557
Phone: (252) 726-1176 Fax: (252) 726-6290

Mission Statement: To ensure all students graduate with the knowledge, skills, and attitudes necessary to reach their potential and become responsible citizens in a changing world.

Principal

Carolyn Heller

Assistant Principals

DeeDee Phillips, Mike McKay, Allison Ballou

Counselors: Robert Lancaster, Aileen Lindogan, Susan Phillips, and Peggy Moutuori
Career & Technical Education Counselor: Phyllis Price
Secretary/Registrar: Donna Willard

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HOW TO USE THIS BOOKLET

The High School Course of Study booklet is a guide for the curriculum offerings in Carteret County Public Schools. Students and parents are encouraged to read the information about the offerings and registration procedures, carefully. Whether today's high school graduates choose to continue their education after high school or begin working right out of high school, they must be prepared for the future. The goal of all three high schools (Croatan, East Carteret and West Carteret) is to provide students the best instruction possible.

The school day is organized into four 90-minute class periods. Students take four courses each semester and can earn eight units of credit per year. During the four years of high school, a student has the opportunity to earn 32 credits.

In this guide, courses are categorized within departments. The order of listing varies by department. Courses required for graduation are listed in the sequence taken by most students, beginning in grade 9, moving through grade 12. Electives are listed after the required courses. The format of the course entry includes **Department, Course Title, School, Grade Level, Description, Prerequisite**, and **Level**. Each segment is defined as follows:

Department: Section within a school offering instruction in a certain field

Course title: Name of the course for registration purposes

School: Abbreviation for the school that offers the course: **C** = Croatan High School, **E** = East Carteret High School, **W** = West Carteret High School.

Grade: Required grade classification for a student to take a course

Course description: An overview of the course - Students are encouraged to talk with counselors and teachers for a more complete description of course content and performance expectations.

Prerequisite: Skills, competencies and courses required before enrolling in a course.

Level: The state high school standardized transcript designation for weighting purposes in calculating grade point average. **NOTE:** In order to offer "honors" level of any course, the "standard" level of the same course must be taught at the school. Courses offered by the community college that give high school credit, will have the level designation in accordance with state guidelines. These college courses are the same courses taught to college students.

For more information call: Jeanne Huntley, Assistant Superintendent of Curriculum and Instruction, Carteret County Public Schools, (252) 728-4583.

SACS ACCREDITATION

All of the public high schools in Carteret County are accredited by the Southern Association of Colleges and Schools, (SACS) a national board that requires high standards for membership.

EQUAL EDUCATIONAL OPPORTUNITY

It is the policy of the Carteret County Board of Education that no student or employee shall, on the basis of gender, race, color, religion, national origin, or disabilities, be excluded from participating in, be denied the benefits of, or be subjected to discrimination of any kind while involved in any educational program or activity.

This booklet is printed once per year through funding from the NC College Tech Prep Grant. Please visit the High School Course of Study on the Carteret County Public School System's Website to view any changes made since the publication of this booklet.
www.carteretcountyschools.org

COURSE OF STUDY

Currently there are three Course of Study options for students in the high schools. One diploma that is based on a student successfully completing one of four approved courses of study will be awarded. Course of Study options include: **COLLEGE/UNIVERSITY PREP** Course of Study, **COLLEGE TECH PREP** Course of Study, or, if the student has an IEP, an **OCCUPATIONAL** Course of Study. (All students in the Career, College Tech Prep, and College/University Prep Course of Study are required to pass the Competency Test.) The Certificate of Attendance recognizes students who meet course requirements but are unable to meet the diploma requirements.

To be prepared for post secondary education and training, graduates of today's high schools need a technical skill base as well as an academic knowledge base. **College Tech Prep** is a program of study that integrates college preparatory course work with a rigorous technical education concentration. If a student's career choice is one that requires a four-year bachelor's degree, the **College/University Prep** courses need to be chosen that will meet admission requirements for the college of choice. In addition to graduation requirements, the student needs to pass 2 units in a foreign language and advanced courses in one or more academic areas.

CCS and NC Course of Study Graduation Requirements – Class Entering 9th Grade in 2008 (or earlier)

Content Area	COLLEGE/ UNIVERSITY PREP Course of Study (UNC 4 yr college) Requirements	COLLEGE TECH PREP * Course of Study Requirements	OCCUPATIONAL Course of Study Requirements
English	4 Credits: I, II, III, IV	4 Credits: I, II, III, IV	4 Credits: Occupational English I, II, III, IV
Mathematics	4 Credits: Algebra I, Algebra II, Geometry, and higher level math course with Algebra II as prerequisite *For UNC System, must be Adv. Functions & Modeling, Discrete Math, AP Statistics, Pre-Calculus or Calculus BC.	3 Credits: Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I & II	3 Credits: Occupational Mathematics I, II, III
Science	3 Credits: Earth/Environmental Science, Biology, a Physical Science course	3 Credits: Earth/Environmental Science, Biology, a Physical Science course	2 Credits: Life Skills Science I, II
Social Studies	3 Credits: World Studies, Civics & Economics, US History (two courses to meet UNC minimum admission requirements- US History & one elective)	3 Credits: World Studies, Civics & Economics, US History (two courses to meet UNC minimum admission requirements- US History & one elective)	2 Credits: Social Studies I (Government/US History) Social Studies II (Self-Advocacy/Problem-solving)
Second Language	2 Credits: In the same language	Not Required *	Not Required
Computer Skills	No specific course required; students must demonstrate proficiency through state testing)	No specific course required; students must demonstrate proficiency through state testing	Computer proficiency as specified in IEP
Health & Physical Education	1 Credit: Health/ Physical Education	1 Credit: Health/ Physical Education	1 Credit: Health/ Physical Ed.
Career/Technical	Not Required	4 Credits: Select courses appropriate for career pathway to include a second level (advanced course)	4 Credits: Career/Technical education electives
Arts Education Dance, Music, Theatre Arts, Visual Arts. JROTC	Recommend at least 1 credit in an arts discipline and/or requirement by local decision	Recommend at least 1 credit in an arts discipline and/or requirement by local decision	Recommend at least 1 credit in an arts discipline and/or requirement by local decision
Electives or other requirements	11-12 Elective Credits and other credits designated by LEA Competency Test	10 Elective Credits and other credits designated by LEA Competency Test	Occupational Preparation: 6 Credits: Occ. Preparation I,II,III,IV ** 6 Elective credits/ completion of IEP objective/ Career Portfolio required/ No Exit Exam
Total	28 Credits	28 Credits	28 Credits

* A student pursuing a College Tech Prep course of study may meet the requirements of a College/University course of study by completing 2 credits in the same second language and 1 additional unit in mathematics.

** Completion of 300 hours of school-based training, 240 hours of community based training, and 360 hours of paid employment.

*** Examples of electives include JROTC and other courses that are of interest to the student.

GRADUATION REQUIREMENTS

N.C. Competency Test

Students must demonstrate proficiency in reading and mathematics by meeting the Competency requirement. This test is first given as the grade eight End-of-Grade test. Additional competency testing is available grades 9-12 for students who did not demonstrate proficiency in 8th grade.

Computer Skills Test

Students must achieve proficiency on the N.C. Computer Skills Test in word processing, spreadsheets and databases. The test is first given in grade eight. For students who do not demonstrate proficiency in the 8th grade or who transfer in from another state, computer proficiency must be met while in high school. The NC Computer Skills Test is administered twice a year.

EOC Requirements

In order to receive a standard high school diploma, students will be required to perform at Achievement Level III (with one standard error of measurement) 5 End-of-Course (EOC) tests beginning with freshmen entering 9th grade in 2006-07. These EOCs are: Algebra I, English I, Civics and Economics, US History, and Biology. See page 8 for additional information on EOC requirements.

Graduation Project

The Graduation Project is a requirement for all North Carolina High School Seniors beginning 2010. It is a culminating project of the student's choosing that the student presents to a panel for evaluation. Components of the project include: a physical project; a research paper, a panel presentation; and a project portfolio. Work on the project will be connected to a course taken during the student's senior year. Faculty advisors will work with students to help them prepare for their project presentations.

Early Graduation

Early graduation is an option for students with special educational goals or extenuating circumstances. Counselors can provide information on the application process. Students interested in early graduation should discuss this option with a counselor and complete all application requirements prior to registration and class enrollment for the senior year. The candidate must have: (1) satisfied all requirements of a four-year graduate, (2) qualified by virtue of extenuating circumstances or special goals.

Grade Placement

Students are classified according to the number of credits earned.

Sophomore: 4 credits **Junior:** 12 credits **Senior:** 20 credits (Must otherwise be eligible to graduate.)

Attendance Requirements

To receive credit for a course, a student must attend 82 class periods and have a course grade of at least 70. (Credit is not given for any student who is absent for more than 8 class periods or who has an average below 70.)

GRADING AND RANKING OF STUDENTS

As required by State law, the Carteret County Public School System uses the grading and weighting standards for implementation of the North Carolina Standardized Transcript. This system of standards includes the following: standard grading scale, standard academic levels, standard weights, standard 4.0 grade point average calculation (GPA), and standard class rank.

- A weighted grade point average system is used as a means of ranking students.
- All courses in grades 9-12 are used for ranking purposes.
- All final grades in courses receive quality points.
- Honors courses receive one additional quality point.
- Advanced Placement courses receive two additional quality points if the AP exam is taken
- Remedial and vocational courses are not eligible for weighting.

GRADING SCALES

High Schools use the following grading scale. Conversion of percentage grades to letter grades is:

A = 93-100 **B** = 85-92 **C** = 77-84 **D** = 70-76 **F** = 69 and below

Assigned quality point values for grades:

96-100%=4.00	91%=3.38	86%=2.75	81%=2.13	76%=1.50
95%=3.88	90%=3.25	85%=2.63	80%=2.00	75%=1.38
94%=3.75	89%=3.13	84%=2.50	79%=1.88	74%=1.25
93%=3.63	88%=3.00	83%=2.38	78%=1.75	73%=1.13
92%=3.50	87%=2.88	82%=2.25	77%=1.63	70-72%=1.0
				0-69%=0.0

Courses eligible for weights include those taken in grades 9-12, and higher-level courses that fall into one of the following categories:

1. Honors sections of standard level academic courses add 1 point to quality points earned.
2. All AP college courses receive 2 points if the AP exam is taken.

COURSE LEVELS

Academic course levels and associated weights are regulated by state law and Carteret County Board of Education Policy IKAA.

Standard Standard (S) course content, pace, and academic rigor follow standards specified by the NC Standard Course of Study with occasional content enrichment as appropriate. Standard courses provide credit toward a high school diploma and require the end-of-course test where mandated.

Honors Honors (H) course content, pace and academic rigor place high expectations on the student and surpass standards specified by the NC Standard Course of Study. Such courses demand greater independence and responsibility. These courses provide credit toward a high school diploma and require an end-of-course test where mandated. The state weighting system adds the equivalent of one quality point to the grade earned in Honors courses if the Standard level of the course is offered at the high school.

Advanced Placement Advanced Placement (AP) course content, pace and academic rigor are college-level as adopted by the College Board Program and are geared to enable students to gain college credit. In cases where the AP course is the first course taken by a student in a subject, an end of course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP course if the AP exam is taken and passed.

ADVANCED PLACEMENT COURSES

The Advanced Placement (AP) Program is a cooperative educational endeavor between secondary schools, colleges and universities. It introduces high school students to college-level material through involvement in an AP course, and it gives them the opportunity to show that they have mastered it by taking an AP Exam. Colleges and universities can then grant credit, placement, or both to students who have done so. High schools in Carteret County offer AP courses in various content areas, as listed in the course descriptions. AP courses are taught by dedicated and committed high school teachers and college professors. Each teacher has received special training for the AP course.

There are many benefits for students who take AP courses. They can study subjects of interest and challenge themselves with students who are similarly motivated. Most colleges view any AP experience as a plus. When students apply to a college, the number of AP courses a student has taken compared to the number of AP courses offered at the high school is considered in the student acceptance process. Specific information about AP courses and exam scores accepted for credit at each of the 16 universities in the UNC system is available in the Guidance Department of each high school. College Prep students are encouraged to take AP courses for academic challenge and to increase their future options. Advanced Placement courses receive two additional quality points if the AP exam is taken.

EXAMS

An exam is an integral part of the learning process and its value and usefulness must be maintained. An exam is defined as a comprehensive test covering material during an entire course. Exams are intended to assess long-term mastery and retention. The exam provisions listed below were developed to promote success for each student.

- Exams are given at the end of each course.
- Each high school develops an exam schedule for the last few days of the course.
- A student taking an exam remains in the class during the entire exam period.
- A student may not be at another school during exam days. A student who remains on the high school campus but does not have an exam during a scheduled time will be assigned to a specific location where he will remain until the exam period has ended.
- Any deviations from the exam schedule by individual students must be approved in advance by the school administration.
- The exam grade counts as one-fourth (25%) of the course grade.
- End-of-Course tests (EOC) are required by the state for certain courses. These tests are given at the end of the courses and represent the final exams. No exemptions may be made for EOCs. EOC tests are currently required in Carteret County Schools for English I, Algebra I, Algebra II, Geometry, Physics, Chemistry, Biology, Physical Science, and United States History. As more EOC tests become available in the state, they will be added to Carteret County Schools' required exams.
- Criteria for exam exemptions may be developed at each high school and presented to the school administration for approval. Exam exemptions are not mandatory. (BOE Regulation IHAA)

EOC ASSESSMENTS RETESTING, FOCUSED INTERVENTION, AND REVIEW PROCESS

If a student fails to pass a required EOC, the student will be given a maximum of 2 retest opportunities. The second retest opportunity must be preceded by focused intervention/remediation. The following guidelines have been taken from the State Board of Education Policy HSP-N-000 on EOC testing.

Effective with the 9th graders entering high school for the first time in 2006-2007 the following exit standards apply:

- 1) Students must score Achievement Level III or higher on the end of course assessment for English I, Algebra I, US History, Biology, and Civics and Economics.
- 2) If a student passes the class but fails to meet the EOC criteria, he/she may retest at a time set by the school but no later than 3 weeks from the receipt of test results.
- 3) If a student does not pass on the second administration he/she must have focused intervention/remediation, possibly including summer school, and take the test again at the end of the remediation. In eligible cases, there are specific guidelines that must be followed in presenting a portfolio of student work samples to satisfy the requirement.
- 4) If a student still does not score proficient on the test, a committee will be formed to look at each situation and make recommendations to the principal to assist the student in becoming proficient. This could be to retake the course, complete an alternate established plan for remediation, or show evidence with work samples and other documentation that the student is proficient and does not have to retake course.

NORTH CAROLINA ACADEMIC SCHOLARS PROGRAM

Students who complete the requirements for an academically challenging high school program will be named North Carolina Academic Scholars and receive special recognition. The students who qualify for this special recognition will be designated by the State Board of Education as NC Academic Scholars, will receive a seal of recognition attached to their diplomas, may receive special recognition at graduation exercises, may be considered for scholarships, and may use this special recognition in applying to post-secondary institutions. The Carteret County Schools Academic Scholars Program Course of Study will consist of units of credit as follows: 4 English, 4 Mathematics (Algebra I, Geometry, Algebra II and one unit of mathematics for which Algebra II is a prerequisite) taken in grades 9-12, 3 Science (Biology, Chemistry, Physics or one other advanced science in lieu of Physics), 3 Social Studies (Civics & Economics, U. S. History, one world studies course), 2 Foreign Languages (two levels of the same language), 1 Health/Physical Education, 2 Additional units selected from among English, Mathematics, Science, Social Studies or Foreign Language courses, 10 Electives, with an unweighted grade point average of 3.5.

To Be a North Carolina Scholar a student must:

- ✓ begin planning for the program before entering grade 9 to ensure they obtain the most flexibility in their courses.
- ✓ complete all the requirements of this North Carolina Academic Scholars Program.
- ✓ have an overall four-year unweighted grade point average of 3.5.
- ✓ complete all requirements for a North Carolina high school diploma.

Credits	The following designated number of credits per subject area listed below must be taken in grades 9-12.
4	English Language Arts I, II, III, IV
4	Mathematics (Algebra I, Algebra II, Geometry, and a higher level math course with Algebra II as prerequisite OR Integrated Mathematics I, II, III, and a higher level mathematics course with Integrated Mathematics III as prerequisite)
3	Science (a Physics or Chemistry course, Biology, and an Earth/Environmental Science course)
3	Social Studies (World History, Civics/Economics, U.S. History)
2	Languages other than English (two credits of the same language)
1	Healthful Living
1	Career and Technical education
1	Arts Education (Dance, Music, Theatre Arts or Visual Arts)
5	Elective Credits to include at least two second-level or advanced courses (Examples of electives include JROTC and other courses that are of interest to the student.)
24	Total

Note: Adopted by the State Board of Education in August 2002. The above is the single plan applicable to students who enter the ninth grade for the first time in or after 2003-2004.

CARTERET COUNTY SCHOOLS' ACADEMICALLY AND/OR INTELLECTUALLY GIFTED EDUCATION PLAN OF SERVICES 2007-2010

- The mission of Carteret County Schools' Academically or Intellectually Gifted program is to search, identify and advocate for appropriate educational services, engaging environments, and challenging opportunities to maximize the gifts and talents of these students. Our mission is to enhance the services provided within the schools so that all students may develop and reach their full potential in and out of the classroom.
- This "Fourth Generation" plan reflects current educational initiatives designed to look at underserved populations, nurturing programs, and best programmatic practices in the field of gifted education.
- Cluster grouping is a placement decision in which a defined group of 8 to 12 primary, elementary, or middle school students is assigned to receive differentiated instruction in a mixed ability classroom. In primary and elementary school, the AIG clusters serve as a differentiation of setting for identified or potential students. In middle school, AIG cluster placements are usually in areas of Math and Language Arts/Reading. The purposes of cluster grouping include providing academic peers and increased opportunities for differentiated learning experiences for students.
- Inclusion Classes offer the services of the AIG Specialist along with the expertise of the subject area cluster teacher on a regular schedule of planning and co-teaching. This teaching strategy works well in large schools where one specialist who serves two schools maintains records and identification services for over 250 students.
- Entry into advanced courses (honors and AP) in middle and high school is open, as long as students have met the prerequisite courses. AIG Specialists at the high school meet with students to help develop the four year plan and the high school DEP (Differentiated Education Plan) or ADEP (Advanced Differentiation Education Plan).
- Each school has an assigned AIG Specialist that :
 - Serves as an advocate for gifted students, helps plan, develop, coordinate, and monitor the school services for gifted education
 - Collaborates with and supports cluster teachers regularly to differentiate curriculum and instruction for identified students

For more information on opportunities for learning and on the Carteret County Public Schools AIG Services, visit the Carteret County Schools website at www.carteretcountyschools.org. Please select Curriculum and Instruction and you will find the entire plan along with contact information by schools.

STUDENT ATHLETES NORTH CAROLINA HIGH SCHOOL ATHLETIC ASSOCIATION GENERAL REQUIREMENTS

There are a number of general requirements established by the NCHSAA, a few of which are listed below. Any student athlete with questions concerning his/her eligibility for participation in high school sports should check with the School Athletic Director or one of the coaches.

Attendance: A player must have been in attendance for at least 85 percent of the previous semester at an approved high school or, in the case of a first-year student, in an approved middle school.

Scholastic Requirements: A student must have passed a minimum course load during the preceding semester to be eligible at any time during the present semester. A minimum course load is defined as three courses per semester. The student must also pass all Carteret County Board of Education promotion requirements.

Eight Semester Rule: A student, upon first entering grade 9, is eligible for competition on high school athletic teams only during the succeeding eight consecutive semesters.

Age of Player: No student may be approved for any athletic contest if his/her 19th birthday comes on or before October 16 of the current year.

SCHOOL FEES

Certain courses at the high school level require the purchase of materials and supplies unique to the courses. The Board of Education has approved the collection of fees from students who take these courses to fund certain activities, materials and supplies that are used in projects that will become the property of the student. Students with financial hardship may receive help in paying a required fee (BOE Policy JN). Required fees are collected by the teacher at the beginning of the course. Approved fees are:

Art I-IV	\$5.00	Locker Fee	\$5.00
Accounting I & II	\$5.00	Class Dues (CHS & ECHS)	\$10.00
Agriculture	\$5.00	Parking Fee	\$25.00
Automotive Tech	\$5.00		
Construction Tech.	\$5.00		
Drafting	\$5.00		
Digital Communications	\$20.00		
Child Development	\$3.00		
Foods I & II	\$12.00		
Apparel I & II	\$3.75		
Family & Consumer Science (Interior Design, Teen Living, LIFE)	\$7.50		

In addition to BOE approved fees, there may be additional expenses for certain courses. Membership in student leadership organizations is an integral part of the instructional program. Students join the organization in order to participate fully in the learning opportunities available. Examples are FCCLA, FBLA, DECA, SkillsUSA.

SCHEDULING PROCEDURES

Semester Block Scheduling

Students in Carteret County high schools have the opportunity to take eight courses each school year. Taking eight courses each school year expands students' opportunities to broaden their knowledge base and perfect skills. The school year is organized into two semesters: Fall Term and Spring Term. Each semester runs for 90 school days. Each school day is built around four 90-minute instructional periods. The curriculum handbook explains the standards and requirements of the concentrated semester block-scheduling plan. Students are encouraged to read, study, and discuss this information carefully.

Not all courses listed in the High School Course of Study handbook are offered at all high schools. Students should refer to their respective high school registration forms for available courses.

Procedures

In the spring, all students must register for eight courses - four courses for each semester.

During the summer, schedules will be mailed to the students' homes showing four classes for the Fall Term and four classes for the Spring Term. Registration is a commitment to take the courses selected. The following student schedules are given as examples of semester block scheduling. Some courses include a minimum recommended grade as a pre-requisite. **ALL STUDENTS TAKE FOUR COURSES EACH SEMESTER**

Sample Student Schedule – Grade 9:	Class Period	1 st Semester	2 nd Semester
	First	Earth/Environmental Science	*Elective
	Second	Health / PE	World History
	Third	English I	Algebra I
	Fourth	Elective	*Elective

Sample Student Schedule – Grade 12:	Class Period	1 st Semester	2 nd Semester
	First	*Elective	*Elective
	Second	English IV	*Elective
	Third	Advanced Functions	*Elective
	Fourth	*Elective	*Elective

* Be sure requirements for specific Course of Study are met. See Course of Study pages 2 & 3.

SCHEDULE CHANGES

Students are to register for their courses and their alternates carefully after conferring with teachers, parents, and counselors. In some cases, personnel and space restrictions make it difficult to schedule a desired number of classes, especially in high-interest subject areas. When such a situation develops, students who have already enrolled in a class may not be allowed to withdraw merely for the sake of taking another class. The following exceptions may be made: (1) to add a course needed for graduation, (2) to add a course that was failed, (3) to replace a previously failed course under the same teacher, (4) to drop a course for which credit has previously been received, (5) to correct a computer error or scheduling conflict, (6) to accommodate a transfer student whose records arrive after formal class registration has ended or (7) to adjust class size as designated by the principal.

Drop/Add dates will be listed on student schedules mailed home during the summer. Students wishing to make a schedule change must do so on announced Drop/Add days.

Additional guidelines concerning schedule changes are:

1. Students may be allowed to drop a course only within the first five days of the course, in accordance with state guidelines. If a student wishes to drop a course, permission must be received from the principal. Both parent and teacher recommendations are required. During the first five days, if a student drops a course it will not appear on the transcript. The principal makes the final decision and assigns the student to a classroom for supervision.
2. No new courses may be added after the fifth day.
3. Sequenced or paired courses should be taken the same year (ex. Algebra Concepts and Algebra I; Honors Biology II and AP Biology.)
4. Adjustments to course levels will be made on a case-by-case basis with approval of the principal. Course level refers to "Honors" or Standard" versions of the same course. Examples: Algebra II has two levels - Standard and Honors; Pre-calculus has only one level - Honors. There is no standard level course in Pre-calculus.
 - A. A student may transfer from a Standard to an Honors level course with parent and teacher recommendation during the first five days of a semester.
 - B. A student may transfer from an Honors to a Standard level course with parent and teacher recommendation through the first ten days of a semester if the change does not affect other classes.

COLLEGE INFORMATION FOR HIGH SCHOOL STUDENTS

ENTRANCE TESTS

College-bound students should take as many college preparatory courses as possible and plan for the college entrance exams. The PSAT is given only once a year during October and is usually taken during the student's Junior year. The SAT and/or the ACT are the tests required for college admission. The SAT is given seven times a year nationwide, and the ACT is given six times a year nationwide. Please refer to the chart below for when each test is given locally.

Month	Test	Class	Test Site
September	ACT	Juniors, Seniors	WCHS
October	*PSAT	Sophomores, Juniors	CHS, ECHS, WCHS
October	SAT	Juniors, Seniors	CHS
November	SAT	Juniors, Seniors	WCHS
December	ACT	Juniors, Seniors	WCHS
January	SAT	Juniors, Seniors	CHS
April	ACT	Juniors, Seniors	WCHS
May	SAT	Sophomores, Juniors	WCHS

***Junior year PSAT is necessary to qualify for National Merit Scholarships**

- Students who plan to take the SAT/ACT should enroll in Honors or Advanced Placement mathematics and English classes in grades 9-12. Students are encouraged to complete Algebra I and Geometry before taking the SAT/ACT and at least be enrolled in Algebra II. Both tests require mathematical knowledge using Geometry and Algebra II.
- SAT and ACT registration packets are available in the counselor center. Students should see their counselor regarding questions about these tests. Students must choose the Writing optional test if taking the ACT.

THE UNIVERSITY OF NORTH CAROLINA is composed of the following sixteen colleges:

Appalachian State University	North Carolina A&T State University	Western Carolina University
East Carolina University	North Carolina Central University	Winston-Salem State University
Elizabeth City State University	North Carolina School of the Arts	University of NC: Asheville, Chapel Hill,
Fayetteville State University	North Carolina State University	Charlotte, Greensboro, Pembroke, & Wilmington

The University of North Carolina entrance requirements are listed in the graduation table on page 5.

Four-Year Planning College/University Prep

All students should plan courses for four years to ensure completion of a College/University Prep, College Tech Prep, Career Prep, or Occupational Course of Study. Each student's plan will be customized according to goals, interests, and achievements. Each student will have the opportunity to review his/her Plan with a counselor and changes must have the consent of a parent. Below is a sample of the College Prep Course of Study recognized by the State of North Carolina. In order to graduate with a standard North Carolina diploma every student must complete one of the above Courses of Study. There is a place provided for individualizing your plan. As courses are completed indicate credit earned in the column provided. Keep a copy of this plan as your record for completing graduation requirements. *All College Prep students should take the SAT in the spring of their junior year and the fall of their senior year. The highest area score from each test (verbal and math) is added together to obtain a composite score.

College/ University Prep Sample 4-Year Plan

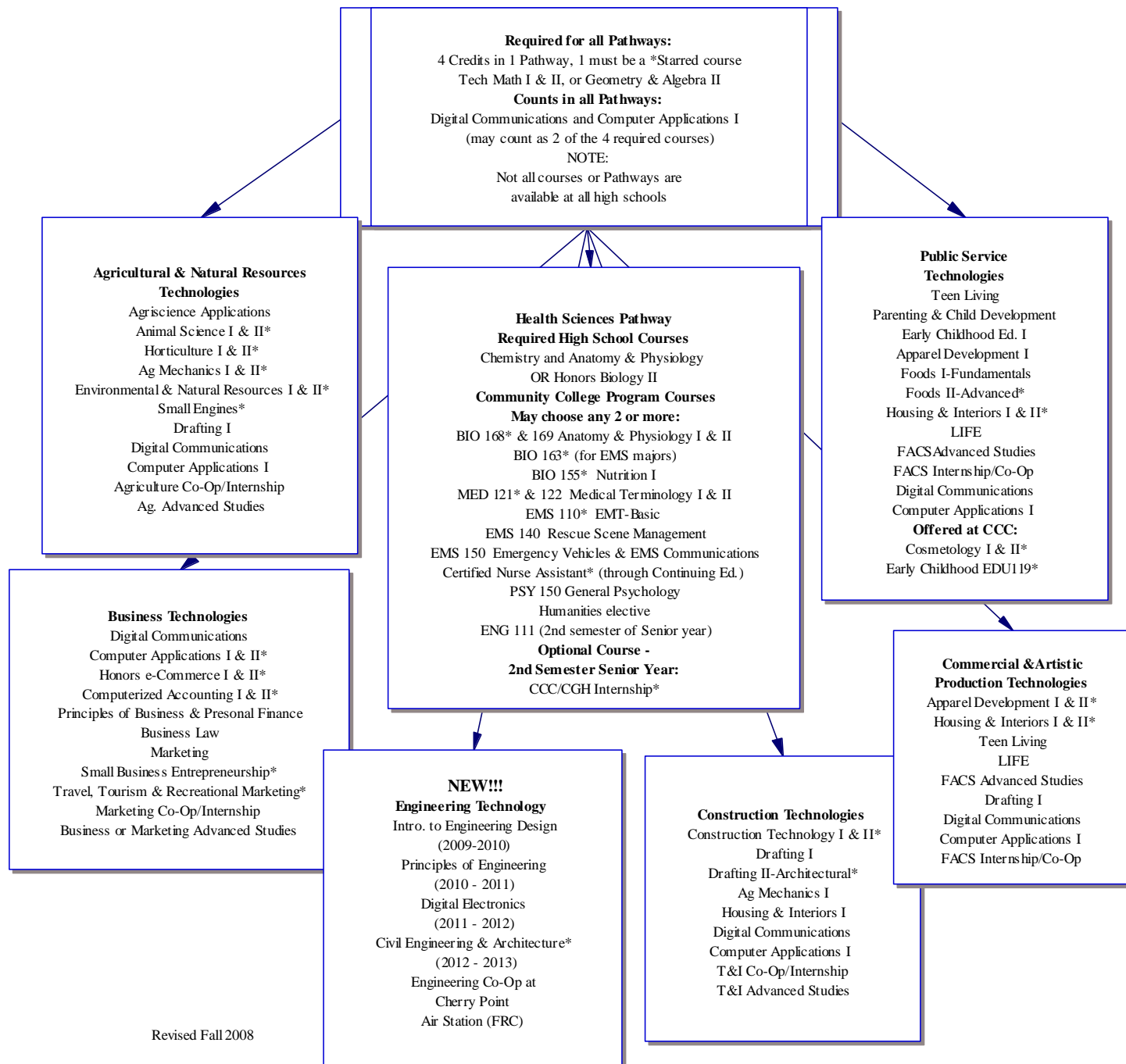
<u>9th Grade</u>	Customized Student Plan	Credit Earned
English I	English I	_____
Algebra I	Algebra I	_____
Earth Science	Earth Science	_____
World History	World History	_____
Health & PE	Health & PE	_____
Elective	Elective <u>Physical Science</u>	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
<u>10th Grade</u>		
English II	English II	_____
Geometry	Geometry	_____
Biology	Biology	_____
Civics & Economics	Civics & Economics	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
<u>11th Grade</u>		
English III	English III	_____
Algebra II	Algebra II	_____
A Physical Science	Chemistry	_____
Foreign Language I	Foreign Language I: _____	_____
US History	US History	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
<u>12th Grade</u>		
English IV	English IV	_____
Advanced Functions & Modeling	Math (Algebra II prerequisite) _____	_____
Chemistry or Advanced Science Elective	Science Elective _____	_____
Foreign Language II	Foreign Language II _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
Other Graduation Requirements:		
NC Competency Test:	Reading Completed: _____ Year: _____	
	Math Completed: _____ Year: _____	
Computer Skills Test:	Completed: _____ Year: _____	
English I EOC	Completed: _____ Year: _____	
Algebra I EOC	Completed: _____ Year: _____	
Biology EOC	Completed: _____ Year: _____	
Civics & Economics EOC	Completed: _____ Year: _____	
US History EOC	Completed: _____ Year: _____	
Senior Project	Completed: _____ Year: _____	

CAREER PATHWAYS

For the College Tech Prep Course of Study

Students Entering Ninth Grade in 2008-2009

CAREER PATHWAYS for the College Tech Prep Course of Study



Revised Fall 2008

Four Year Planning College Tech Prep

Each student's 4-Year Plan will be customized according to his or her personal goals, interests, and achievements. Students will review their selected 4-Year Plan and Course of Study options annually with a counselor. Changes must have the consent of a parent. Below is a sample of the College Tech Prep Course of Study. For various reasons, sometimes students cannot take courses according to a prescribed schedule, so a student may not always follow the 4-Year Plan below. As you create your own 4-Year Plan, note that recommended courses are in the left column, the courses you plan to take may be entered in the middle column, and as courses are completed, indicate credit earned in the right column. Keep a copy of this plan as your record for completing graduation requirements. In order to customize your plan, you must first select a Career Pathway. Career Pathways are listed on the preceding page. Look through the course descriptions found in this book to determine whether the courses you plan to take are offered at your high school.

College/ Tech Prep Sample 4-Year Plan

Students Career Pathway: _____

9th Grade	Customized Student Plan	Credit Earned
English I	English I _____	_____
Algebra I	9 th Grade Math _____	_____
Earth Science	9 th Grade Science _____	_____
World History	9 th Grade Social Studies _____	_____
Health & PE	Health & PE _____	_____
Career Pathway Course I	Career Pathway Course I _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
10th Grade		
English II	English II _____	_____
Geometry or Technical Math I	10 th Grade Math _____	_____
Biology	10 th Grade Science _____	_____
Civics & Economics	10 th Grade Social Studies _____	_____
Career Pathway Course II	Career Pathway Course II _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
11th Grade		
English III	English III _____	_____
Technical Math II or Alg. II	11 th Grade Math _____	_____
Physical Science	11 th Grade Science _____	_____
US History	11 th Grade Social Studies _____	_____
Career Pathway Course III	Career Pathway Course II I _____	_____
Elective	Elective _____	_____
Elective	Elective _____	_____
12th Grade		
English IV	English IV _____	_____
Starred Career Development Course*	Career Pathway Course IV _____	_____
Six electives of choice to compliment the chosen Career Pathway possibly including Carteret Community College courses:	Elective _____	_____
	Elective _____	_____
	Elective _____	_____
	Elective _____	_____
	Elective _____	_____
	Elective _____	_____
	Elective _____	_____

Other Graduation Requirements:

NC Competency Test:	Reading	Completed: ____	Year: _____
	Math	Completed: ____	Year: _____
Computer Skills Test:		Completed: ____	Year: _____
English I EOC		Completed: ____	Year: _____
Algebra I EOC		Completed: ____	Year: _____
Biology EOC		Completed: ____	Year: _____
Civics & Economics EOC		Completed: ____	Year: _____
US History EOC		Completed: ____	Year: _____
Senior Project		Completed: ____	Year: _____

Four Year Planning Occupational Prep

Each student's plan will be customized according to goals, interests, and achievement. Each student will have the opportunity to review his/her plan with a counselor/curriculum assistance teacher and changes must have the consent of a parent. In order to graduate with a standard North Carolina diploma (beginning with the class of 2003-2004) every student must complete one of the Courses of Study. The Occupational Course of Study is an IEP decision. For students who qualify, a place is provided below for individualizing a four-year plan. As courses are completed indicate credit earned in the column provided. Keep a copy of this plan as your record for completing graduation requirements.

Occupational Sample 4-Year Plan	Student Plan	Completed
<u>9th Grade</u>		
Occupational English I	Occupational English I _____	_____
Occupational Math	Occupational Math _____	_____
Health and PE	Health and PE _____	_____
Social Studies I	Social Studies I _____	_____
Career & Technical course I	Career & Technical _____	_____
Occupational Preparation I	Occupational Preparation I _____	_____
Elective	Elective _____	_____
<u>10th Grade</u>		
Occupational English II	Occupational English II _____	_____
Occupational Math	Occupational Math _____	_____
Life Skills Science I	Life Science _____	_____
Career & Technical course II	Career & Technical II _____	_____
Occupational Preparation II (Completion of 300 school-based training hours)	Occupational Preparation II _____	_____
Elective or Life Skills Science II	Elective _____	_____
<u>11th Grade</u>		
Occupational English III	Occupational English III _____	_____
Occupational Math	Occupational Math _____	_____
Life Skills Science II or elective	Life Skills Science II / elective _____	_____
Social Studies II	Social Studies II _____	_____
Career & Technical course III	Career & Technical III _____	_____
Occupational Preparation III (classroom)	Occu Prep III _____	_____
Occupational Preparation III (Job Readiness Internship)	Internship _____	_____
240 work-based training hours	Work _____	_____
<u>12th Grade</u>		
Occupational English IV	Occupational English IV _____	_____
Career & Technical course IV	Career & Technical course IV _____	_____
One Art Course	One Art Course _____	_____
Occupational Preparation IV (classroom)	Occu Prep IV _____	_____
Occupational Preparation IV (Job Readiness II Work Release) 360 competitive employment hours	Occu. Prep IV Work _____	_____
Elective	Elective _____	_____
Other Requirements:		
Career Portfolio		_____
Completion of IEP objectives		_____
Computer proficiency as specified in IEP		_____